

SENATE CIRCULATES PETITION--Pauline Jones

A special called meeting of the Faculty Senate was held on February 4 for the purpose of approving two resolutions supporting the requests of the Council on Higher Education for increased salary funding. Both resolutions passed unanimously.

The first resolution affirmed the Senate's support of the CHE's requested increases and urged the Governor, the Secretary of Finance, and the Legislature to fund the proposals. The second urged all faculty members to sign a petition of support. The petition subsequently was signed by 670 faculty members.

Before the Senate acted on the resolutions, President Zacharias spoke, at his own request, to inform the members of where things stood at that point and to assure them that he was still holding steadfast to the 9.5% increase, as was the Council.

SENATE RECEIVES ENCOURAGEMENT, CAUTION--Marvin Albin

During its regular meeting February 14, the Faculty Senate received words of encouragement about the prospects of good salary increases. Those words were tempered, however, with words of caution. Senator Bill Buckman reported about the trip he and Senator Tom Jones made to Frankfort in an effort to show concern about and gain support for the Council on Higher Education (CHE) recommendation for a 9.5% plus salary increase. The Senators delivered the petitions signed last week by 670 WKU faculty members supporting the CHE salary recommendation. The report indicated favorable reception among area legislators and administration officials for faculty salary increases. The amount of those increases still remains undetermined. Senators and other faculty were urged to continue to express support for the CHE recommended levels. Those expressions of support should especially be made to legislators and administration officials. This discussion included study of a copy of Governor Brown's letter to CHE Executive Director Snyder concerning reduction in personnel in state agencies and hearing Senator Zacharias' interpretation of the meaning and implication for Western.

In other business, the Senate accepted for consideration a promotion guideline proposal. This proposal sets forth general and specific criteria for promotion in rank and the procedure by which promotion would occur. The Senate also adopted an administrator evaluation document. This document will be used to evaluate line administrators at all levels on some periodic schedule. (Each Senator has a copy of all documents discussed at the meeting.)

A proposal to study the establishment of a University Senate was defeated.

SENATE RECEIVES ENCOURAGEMENT, CAUTION

The Senate was also reminded that departmental and at-large elections are currently being held and that newly elected Senators should attend the March Senate meeting as observers.

During the meeting, each member of the Senate was asked to complete a short questionnaire dealing with the organization and actions of the Faculty Senate. This was done at the direction of the Executive Committee. Since the Senate has been functioning for approximately three years it seemed appropriate to formally ask for feedback about the Senate from the Senators themselves. The results of this survey will be published in the next issue of the Faculty Senate Newsletter.

NOTES FROM THE CHAIR--Tom Jones

The news this month at the state level, concerning the Congress of Senate Faculty Leaders (COSFL) is two-fold. You may recall that I appointed Steve West of Murray as Legislative Liason, a position he is taking quite seriously and working very hard at.

He got an appointment for us on January 30 with Finance Secretary George Atkins, and so he, Mary K. Tachau (Senate Chair at Louisville) and I hurriedly converged on Frankfort on that day. It happened so swiftly that I was unable to reach other members of the group. We registered as lobbyists (as I had been informed that we must do by six different lawyers) and began to lobby.

Representative Jody Richards spent a considerable amount of time with us, and introduced us to a number of representatives and senators. Our primary aim was to get votes for SB 27, HB 152, the equity in retirement funding bills. A matter of much less concern is a student and a faculty member on the CHE.

The twenty-five minute meeting with Secretary Atkins was quite positive. He was well aware of our concerns and made us believe that Governor Brown is similarly concerned.

You are aware of the petition effort. Reporter Dick Wilson of the Courier-Journal did an excellent job of providing us with news coverage of that effort. If your departmental senator has not shown you--or posted--the two articles concerning the presentation of the petitions to the Governor's Appointments Secretary Don Mills, please ask to see them. They are proof that this state organization is a thing which can work for our good and, in this instance, help the CHE and local university presidents and boards achieve desired benefits.

The petitions are now being completed at NKU and at ECU, who were unable to move as rapidly as we, MU, U of L, and KSU. The University of Kentucky remains alone if not aloof.

The day of the petitions-presentation was a full and valuable one: we met with all of the local legislative delegation, as

NOTES FROM THE CHAIR

well as with George Atkins, briefly, Don Mills, Harry Snyder and staff, Pat Miller (KTRS), and assorted other legislators.

I believe that this Newsletter will adequately convey what is happening locally. One personal note: I want to say voluntarily (and no one knows I am writing this) that when I opined in a Herald article (much dis-contexted) concerning presidents, boards, and buildings, I in no way intended to suggest that either President Zacharias or our board of regents is construction-happy: I have seen that that is not the case.

Finally, I urge newly elected senators to come to remaining meetings of the Senate as observers.

REPORT OF THE FISCAL AFFAIRS COMMITTEE TO THE FACULTY SENATE ON
THE OPERATION OF THE COLLEGE HEIGHTS FOUNDATION (CHF)

The College Heights Foundation was incorporated as a private, nonprofit institution in 1923. Its primary function according to the articles of incorporation was to furnish scholarships and loan aid to students attending Western Kentucky State College (now University). The connection with Western is further cemented by the stipulation in Article V that of the board of twelve directors, at least one shall be an "official or member of that faculty" of Western and one a member of the Alumni Association.

Article IV of the incorporation papers provides that the Board of Directors of the CHF may with approval of the Board of Regents, purchase or build memorial buildings, library buildings, hospitals or other such useful buildings and donate them to the college (university). In practice, this proviso has been used in two ways: (1) the CHF has made expenditures for projects and has given the projects to the university and (2) certain expenditures have been made by the CHF for property which has then been purchased by the university from the CHF with payments being made to the CHF over a period of time. An example of the latter type of operation is the Chestnut Street parking lot across the street from the science complex.

The CHF operates the University Laundry and Bookstore; profits from the two enterprises accrue to the CHF treasury. The University provides the management systems for the two operations and charges the CHF a nominal management fee. The staff of the CHF and enterprise is paid by the university, but these payments are reimbursed by the CHF. In summary, the relationship between the CHF and the university is probably advantageous to the university community since it provides an increased flexibility of action, particularly in the area of capital expenditures.

LEGISLATIVE SUMMARY--Bill Buckman

Tom Jones and I visited Frankfort on February 13 to deliver the petitions signed by our faculty colleagues urging that the

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Council on Higher Education budget requests be funded. We also communicated with the administrators and legislators who are responsible for the bills concerning equity in retirement for our faculty.

The House Appropriations and Revenues Committee had just completed hearing the Council on Higher Education requests. Mr. Buddy Adams, a member of that committee, and Mr. Harry Snyder, Executive Director of the Council on Higher Education, both said the response of the committee was very positive.

Jody Richards was giving attention to the Bills (S.B.27 and H.B.152) related to the equity in retirement. Some changes in these bills may be required for passage. The Faculty Advisory Committee of the Council on Higher Education directed me to work with the appropriate individuals to obtain a reasonable outcome.

Don Mills, Special Assistant to the Governor, met with the Congress of Senate Faculty Leaders and me. Tom Jones, the Chairperson of COSFL, presented Mr. Mills with the signed petitions. Mr. Mills assured us that Governor Brown has given priority to faculty and staff salaries, but the revenues will have to be increased to provide the requested salaries. He was also favorable to having non-voting representation of faculty and students on the Council on Higher Education.

Below is a list of Bills affecting faculty:

SB 16--Amend various sections of KRS Chapter 164 to increase the membership on each of the Boards of Trustees and Regents at the eight state universities by one member and require that each board have at least one Black member.

Jan 8 - to Education
Feb 7 - Tabled

SB 27--Amend KRS 161.540 to reduce the employee contribution of university members of the teachers' retirement system from seven and eighty-four hundredths percent of salary to five and six hundred twenty-five thousandths percent of salary; amend KRS 161.550 to increase the state's contribution for such university members from an amount equal to the employee contribution to ten and fifty-five thousandths percent of salary; appropriate from the general fund to the teachers' retirement system \$1,424,780 for fiscal year 1980-81, and \$1,545,887 for fiscal year 1981-82.

Jan 8 - to Appropriations and Revenue

SB 57--Amend various sections of KRS Chapter 164 to increase the terms of office for members of the Council on Higher Education, the boards of trustees for the University of Kentucky and the University of

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Louisville, and the boards of regents for the five regional universities to six year terms whenever a subsequent vacancy occurs.

January 8 - to Education

January 10 - reported favorably, 1st reading, to Calendar

January 11 - 2nd reading, to Rules, posted for passage,

Wednesday, January 16, 1980

January 16 - 3rd reading, passed 31-2

January 17 - Received in House

January 18 - to Education

HB 28--Amend KRS 164.020 to require the Council on Higher Education to develop procedures for the disposition and maintenance of student records of colleges, universities and proprietary schools which cease to operate.

Jan 8 - to Education

Jan 11 - posted in committee

HB 101--Amend KRS 161.700 to exempt a retirement allowance paid by a teachers' retirement system in another state from Kentucky income tax if the other state grants a similar exemption to retirement allowances paid by the Kentucky teachers' retirement system.

Jan 8 - to Education

Jan 11 - posted in committee

HB 152--Amend KRS 161.540 to reduce the employee contribution of university members of the teachers' retirement system from seven and eighty-four hundredths percent of salary to five and six hundred twenty-five thousandths percent of salary; amend KRS 161.550 to increase the state's contribution for such university members from an amount equal to the employee contribution to ten and fifty-five thousandths percent of salary; appropriate from the general fund to the teachers' retirement system \$1,424,780 for fiscal year 1980-81, and \$1,545,887 for fiscal year 1981-82.

A CASE STUDY IN ACADEMIC FREEDOM

The following is the text of the remarks delivered by Neil Peterie, Chair of the Academic Affairs Committee, to the Faculty Senate on February 14, 1980 concerning that committee's inquiry into the cancellation of The World According to Garp.

On May 10, 1979, the Faculty Senate of Western Kentucky University unanimously passed a proposal from the Academic Affairs Committee

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to revise the University's policy on academic freedom. This document was later numbered AA 001.1

As Chair of the Academic Affairs Committee, I felt obliged to find out if the academic freedom of Dr. James Pearse, adapter and director of the Interpreter's Theatre production of The World According to Garp had been denied, according to the Faculty Senate proposal, when Dr. Regis O'Connor, Acting Head of the Department of Communications and Theatre, on December 17, 1979, cancelled the public presentation of the production on the campus of Western Kentucky University.

On February 6, 1980, the Academic Affairs Committee of the Faculty Senate provided a forum for both Dr. Pearse and Dr. O'Connor to present their views of the incident. After hearing their statements and their answers to questions, the committee found no evidence that Dr. O'Connor had denied Dr. Pearse his academic freedom. I wish to thank both Dr. Pearse and Dr. O'Connor for agreeing to attend the committee meeting.

That concludes my report of the action taken by the Academic Affairs Committee. While I have the floor I wish to express some views on the incident that are outside my capacity as Chair of the Academic Affairs Committee, but which grew out of the committee action.

First of all, the February 7, 1980, issue of The College Heights Herald reported that I had voted not to censure Dr. O'Connor. The fact is that I did not vote at the meeting because I was informed by committee members that Chairs of Faculty Senate committees do not vote in committee meetings except in cases of ties. If I had had a vote, however, it would have been not to censure Dr. O'Connor. Although I personally do not agree with his decision to cancel the public performance of the production on Western's campus, his statements to the Committee, plus the written support of his faculty, convinced me that his actions were not arbitrary nor whimsical but instead were responsible and were carried out with a genuine concern for the best interests of the Department of Communications and Theatre. I have letters supporting Dr. O'Connor from all members of his department except Dr. Pearse. Most of the letters were addressed to the Faculty Senate so I presume they are available for any Senator to read. The letters will be kept in the Academic Affairs Committee files until further notice is given.

The second point is this: my use of the term "censure" in discussing the incident privately with Dr. O'Connor on February 1 and again February 4, 1980, and in talking with College Heights Herald reporters on February 4, evidently provoked some faculty members to circulate petitions, to write letters, and to make telephone calls to me expressing the general opinion that Faculty Senators were not elected to the Senate to meddle into the internal affairs of any particular department, and that some Senators were becoming troublemakers and witch-hunters. Some

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faculty members, including some Faculty Senators, expressed the belief that the Faculty Senate could only be weakened by such action as I was taking in investigating the Garp incident.

I personally believe that the Faculty Senate will be weakened more if it stops questioning the decisions of administrators when faculty freedoms and rights have possibly been restricted by those decisions. We seem to have a substantial number of faculty members now who will not or cannot see the difference between moral and academic issues and who care very little for exercising or protecting academic freedom. Of course, faculty members are entitled to their own values, and the Faculty Senate itself can even choose to turn itself into a political group if it so desires. If, however, it is as predicted, and we move into a period of retrenchment when faculty members are fearful for their jobs and their salaries, then we can become more and more vulnerable to pressures from people, from both on and off campus, who have motives that are primarily religious and/or political rather than academic or professional.

The third point is this: the possibility that Dr. O'Connor might be censured actually clouded the real issue--that is, whether or not Dr. Pearse had been denied academic freedom. When the Academic Affairs Committee found no evidence that Dr. Pearse's academic freedom had been denied, I personally believe that our decision was based on a loose interpretation of the existing academic freedom policy and the proposed Faculty Senate revision of that policy.

There seemed to be no doubts in the minds of the Committee members that Dr. Pearse was allowed freedom to select his teaching materials (namely, the John Irving novel, The World According to Garp) and the freedom to conduct whatever research and investigation that he desired (namely, an adaptation of that novel for the Interpreter's Theatre). The most controversial question dealt with by the Committee was whether or not Dr. Pearse was allowed freedom in the publication of the results of his research (specifically, the presentation of his adaptation of the novel). Dr. O'Connor cancelled only the public performance of the adaptation on the Western Kentucky University campus. Dr. Pearse was allowed at least three other opportunities to present his adaptation: one, to an invited audience either on or off Western's campus; two, to an open public audience in Bowling Green or elsewhere off the Western campus and under the sponsorship of any campus or civic group other than the Department of Communications and Theatre; and three, to an interpreter's theatre festival at Emporia (Kansas) State University.

The Academic Affairs Committee believed that these three options afforded Dr. Pearse ample freedom to publish (or present) the results of his research. This was, in my opinion, a loose interpretation of the policy.

continued--

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On the other hand--and this is my own opinion and not necessarily the opinion of the Academic Affairs Committee--by using a strict interpretation of the academic freedom policies (both current and proposed) I believe that Dr. Pearse's academic freedom was definitely violated. The current policy reads as follows:

The faculty member shall be entitled in his area(s) of specialization to full freedom in research and investigation and in the publication of the results...

I believe that a strict interpretation of the words "full freedom" would allow Dr. Pearse to present his production at any time or at any place, providing there were no legal nor budgetary restrictions.

However, the decision of the Academic Affairs Committee that Dr. Pearse's academic freedom was not denied will stand unless a resolution is introduced for the Faculty Senate to take a stand on the issue, or if a written concern to look into the matter further is submitted to the Faculty Senate.

Meanwhile, as a fellow artist and a fellow faculty member, I offer Dr. Pearse my personal regret.

FEATURING THE COLLEGES:

THE COLLEGE OF EDUCATION--Doris Broach

The departments of Teacher Education, Educational Leadership, Industrial Education and Technology, Physical Education and Recreation, the Division of Educational Services and the Department of Psychology comprise the College of Education. Each department shares in the responsibility of designing specific programs for pre-service, in-service and continuing professional growth of teachers and educational leaders. Special programs prepare professionals to fulfill select roles in business, government and industry.

The functions and purposes of the College of Education are woven inextricably into the history of Western Kentucky University. In 1906 when the General Assembly of Kentucky enacted legislation to establish and support Western Kentucky State Normal School for the training of teachers, the aegis of the College of Education was created. The major purpose of the institution then was reaffirmed with subsequent name changes which retained in it Teachers College for the next fifty-eight years. The name was changed in 1922 to Western Kentucky State Normal and Teachers College. In 1930 the term Normal was dropped and the school became Western Kentucky State Teachers College. In a report describing the mission of the newly named institution Dean F. C. Grise proclaimed:

The primary function of Western Kentucky State Teachers College is the training of teachers and administrators for the schools of the Commonwealth. The College

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recognizes as its duty and accepts as its function the training of students to become teachers in every type of school at present supported by the State.

The types of schools and the preparation of teachers for them have undergone many changes since Dean Grise's day but the commitment of Western to teacher education has remained constant.

The formation in 1965 of the College of Education within the structure of Western State College preceded by a year the elevation of Western to University status in 1966. The newly created College of Education began a phenomenal period of rapid growth and expansion. Varied programs and outstanding services offered to the people and institutions of the Commonwealth by the College of Education established it in its role of educational leadership in the state and region.

Public service has continued to be a major and growing contribution made by the College of Education to its constituency. In the 1978-79 year 75 workshops for 4,953 participants were conducted by College of Education faculty members. The faculty of 234 (full and part-time) members presented papers at numerous national professional meetings and held offices in many prestigious national, regional and state organizations.

A goal of the College of Education is to continue the expansion of research and publications efforts. In the 1978-79 year the College obtained \$873,400.50 in extramural support for new research and development projects. Twenty-four projects are on-going at this time.

In the face of distressing enrollment declines in the academic community generally, the College of Education increased enrollment and total credit hour production by 6.4 percent in 1978-79 over the previous year. Small graduate classes, often a cause of embarrassment for some colleges, is not a problem for the College of Education. Classes with fewer than thirty students are a luxury almost unknown to members of the Educational Leadership Department. Across the College large graduate classes are the rule, small ones the exception.

Of the six major institutions of teacher education in Kentucky placing first year teachers in the state, Western led all others over a three-year period with 1,031 placements. If the history of Western continues to be the precursor of its future, in the 1980's many of those first year teachers will return to their alma mater for graduate study. They will, as many of their teachers did, encourage their students to come to Western too, thus perpetuating the tradition and the mission of the University since 1906.

QUESTIONS I'VE ALWAYS WANTED TO ASK

Why is it that some faculty members don't have to keep any office hours and only show up to meet their classes?

Who initiated the 54 hour requirement?

Has anyone out there been correctly quoted by the Herald this year?

What can be done about vandalism to vehicles parked on our campus?

Note: You might want to call the legislature toll-free 1-800-372-7164 to express your opinion on the education bills described in this Newsletter.



FACULTY SENATE
communications committee

NEWSLETTER